| **Student Name:** Yu Bo Peng |
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| **Motion**: This house believes that the involvement of celebrities in politics has done more harm than good. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  This is a good opening explaining what the harm of this might be; can we explain what the ‘wrong’ thing is, and why this is more likely than not?  Clear signposting.  Set-up   * We should characterise what exactly celebrity involvement in politics looks like! What kinds of action do they take, how does their influence work   Argument 1   * We need to explain why it doesn’t matter who they support, but that the kind of blind influence they command is bad - we want people to think for themselves, and not just vote on the basis of what the celebrity thinks. * Why do celebrities act in such self interested ways?   Argument 2   * Good example of Jake Paul; why are celebrities likely to be uniformed? We just cite the example and move on, without explaining the logic behind how celebrities generally think. * On trust and belief - explain how it affects other people’s ability to make good decisions. Connect this to the purpose of an election, or voting.   We’re speaking very softly, and without much certainty in our tone. We need to build up a rhythm when we speak and sound more confident!  04:03 - we need to keep going till we hit 5! | | | | | | |

| **Student Name:** Aiden Cheng |
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| **Motion**: This house believes that the involvement of celebrities in politics has done more harm than good. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  We aren’t taking away their right to vote? We’re just assessing whether this action has done more harm or more good!  Rebuttal   * Explain why celebrities have the right to opinion and expression; people get to decide who they support for whatever reason! * We can also explain how the average person is probably not worshipping a celebrity and just doing exactly what they claim or believe.   Argument 1   * The positive impact of this argument only materialises if the celebrity chooses the ‘right’ candidate. Either explain why celebrities make good choices, or even if they make the ‘wrong’ choice, their involvement raises awareness and this is a good thing. * POI - why are people so critical and aware of celebrities and their opinions?   Argument 2   * What was new about this argument? What did we prove within it?   04:05 - we need to keep going till we hit 5!  We have to speak faster and with more certainty in our tone!  We needed to ask Yu Bo a POI! | | | | | | |